

Inquiring Minds

Lesson Preparation

Daily Lesson 12	READING	
	TEKS	Ongoing TEKS
	E1.21B E1.22C	E1.15Ci
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors gather information from different sources for specific purposes. —Why is it important to gather information from multiple sources? Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. —How do readers connect to fiction? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Organize Graphics Forms 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 06 Reading Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Students will need source cards and research notes from Daily Lessons 5-10. Select a sample piece of information that students can analyze to determine its topic. Students may find it refreshing to analyze a <i>political cartoon</i>, a <i>song</i>, or some other <i>non-research based text</i>. Gather and prepare to display several samples information organization using multiple sources (e.g., <i>notes</i>, <i>outlines</i>, <i>concept maps</i>, <i>charts</i>, <i>diagrams</i>, and <i>timelines</i>). Refer to Teacher Resource: English I Unit 06 Reading Appetizer and prepare accordingly. 	
Background Information	<p>This Instructional Routine partially assesses Performance Indicator: <i>"Follow research plan to collect information from multiple perspectives. Organize the information gathered using a variety of graphics and forms (e.g., notes, learning logs, charts). If necessary, modify research question to refocus the plan. Using a standard format, develop and organize an annotated bibliography of credible, relevant sources."</i></p> <p>The Reading Appetizer partially assesses Performance Indicator: <i>"Write multiple reflections that include personal and world connections, thoughts, and responses to teacher-assigned and/or self-selected fictional text."</i></p>	

Daily Lesson 12	READING
Teacher Notes	

Instructional Routines

READING

Daily Lesson 12	
Duration and Objective	Suggested Duration: 50-60 min. <u>Content Objective:</u> Students review information, organize it into categories, and create a graphic organizer or outline.
Mini Lesson	<ol style="list-style-type: none"> 1. Reading Appetizer. 2. Display sample information and ask: What overarching topic could this information address? 3. Discuss as a class how to identify topics that describe pieces of information and point out that this process allows researchers to categorize information. Model listing the topics related to the sample information. Ask students to identify which topics are most important and mark them. 4. Explain that researchers must organize information gathered from multiple sources before writing a formal research report. 5. Model and/or provide examples of a variety of graphics and forms used to organize information (e.g., <i>outlines, concept maps, charts, diagrams, and timelines</i>). Think Aloud and involve students in creating a simple graphic or form to organize the sample topics.
Learning Applications	<ol style="list-style-type: none"> 1. Instruct students to review the research note cards that contain information related to their research question and decide upon topics that the information addresses. Remind students that they should also refer to the decisions they made in Daily Lesson 11 about the reliability, validity, and accuracy of the sources of their research. 2. Instruct students to sort their note cards by topic. 3. In the lower left hand corner of each card, instruct students to write the topic. 4. Once all cards contain a topic, instruct students to create a list of the topics in the Reader's Notebook. Encourage students to refine and combine topics as appropriate. 5. Instruct students to analyze their information to determine which topics are more important and which are less important. 6. Students use student-created graphic organizers (outlines or webs) to organize ideas according to what they believe to be the most effective way to present the information.
Closure	<ol style="list-style-type: none"> 1. Once all the information is placed in the organizer, Ask: What advantages does organizing your information provide? Discuss responses.

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	2. Students refer to research plans to note progress and make adjustments as needed.

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